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BIBLIOGRAPHY

I. SCHOOL TEXTS

A Practical Spanish Grammar

by Ventura Fuentes and Victor E. François of the College of the City of New York.

XV + 313 pages. This grammar is one of the best that have been recently published. In the preface the authors state that it is a practical book with a minimum of rules and a maximum of exercises, and the principle is followed throughout. The exercises are practical and furnish good material for learning the essentials of Spanish grammar, but the composition exercises are too diffuse. Review exercises add to the value of the book. Special features are the extended treatment of the subjunctive and the commercial lessons.

1916—Macmillan Co. \$1.00.

Fundamentals of Spanish Grammar

by Alice Huntington Bushee of Wellesley College.

XII + 124 pages. In twenty fine lessons this book covers the essentials of Spanish grammar. The book is not burdened with a multiplicity of exercises, but enough are given for thorough drill. The book is not intended for young beginners, but rather for those who have already studied one or more foreign languages.

1917—Sanborn & Co. 80c.

First Spanish Course

by E. C. Hills of the Hispanic Society and J. D. M. Ford of Harvard University.

IV + 330 pages. A carefully graded, clear and simple yet complete manual for beginners. Contains enough grammatical material to occupy high-school pupils at least two years. The vocabulary is well chosen and practical, the sentences unusually sensible. The book contains maps of South America and of Mexico and Central America.

1917—Heath & Co. \$1.25.

A Trip to Latin America

by Ventura Fuentes and Victor E. François, both of the College of the City of New York.

X + 196 pages (136 text and exercises, 12 appendix and verb, 48 vocabulary). The text is given in the form of narrative, letters and dialogues. After each Spanish section is a series of exercises; questions in Spanish, grammatical drill, and sentences for translation into Spanish. The simple nature of the text has made notes unnecessary. The vocabulary is full and complete. The book is well illustrated. Suitable for first-year work.

1917—Holt & Co. 80c.

Spanish Composition

by Charles Dean Cool of the University of Wisconsin.

VI + 156 pages (120 pages, text and exercises, 36 pages vocabularies). The plan of the book is the familiar and approved one of furnishing a Spanish text for each lesson, with exercises based on the text. The Spanish text gives an account of a trip through Spain. The more important cities and places of interest are visited and described. The vocabulary of ordinary Spanish life and the vocabulary needed in traveling are pretty thoroughly covered. The book is suitable for college classes and advanced classes in high school.

1917—Ginn & Co. 80c.

Spanish-American Composition Book

by J. Warshaw of the University of Missouri.

VII + 156 pages (108 text, 49 vocabularies). The text consists of thirty lessons which may for our purposes be divided into two parts, the first comprising Lessons I-XXII, the second XXIII-XXX. In part I each lesson contains a suggested grammar review, Spanish text, English sentences, and a connected passage in English for translation into Spanish, and a set of questions in Spanish. Brief hints, notes and directions are given when necessary. The last eight lessons omit the Spanish text.

1917—Holt & Co. 90c.

Elementary Spanish Prose Book

by Lawrence A. Wilkins of the DeWitt Clinton High School, New York City.

XIV + 482 pages (275 text and exercises; 4, proverbs; 14, tables of verbs; 188, vocabulary). Each of the first 31 lessons consists in general of Spanish text, outline of grammar review, important expressions or idioms to be memorized, sentences for oral translation into Spanish and connected passages for written work. From lesson XXXII on, the suggestions for grammatical review are dropped. The vocabulary contains both English and Spanish words listed together in alphabetical order.

The book will undoubtedly prove useful, but it can hardly be considered an "elementary" composition book.

1917—Sanborn & Co. \$1.24.

Advanced Spanish Composition and Conversation.

by Aurelio M. Espinosa of Leland Stanford Junior University.

XIII + 314 pages (200 text, 114 vocabularies). In part I the lessons with odd numbers consist of (1), an outline for grammar review, (2), Spanish text, (3), questions in Spanish based on text, (4), suggested topics for original work. The lessons with even numbers contain various groups of English sentences and long connected passages for translating into Spanish, all based on the preceding lesson. In the second part of the book the lessons contain selections from Spanish authors and questions in Spanish based on the text and English passages for translation into Spanish.

The grammar reviews have been so well planned and the English exercises furnish so much simple, thorough drill on essentials, that the book

can be used at an early stage of Spanish study. It should prove to be well adapted to the needs of second-year college classes and third-year high school. The book is well illustrated.

1917—Sanborn & Co. \$1.24.

España Pintoresca—(Spain in Story and Legend)

by Carolina Marcial Dorado.

X + 332 pages (164 text, 21 Spanish songs with music, 21 Spanish questions based on the text, 22 English exercises for translating into Spanish, 27 notes, 80 vocabulary). Very attractively illustrated.

This is a well-planned and well-executed book, easy enough for second-year work, perhaps for first-year work in most schools.

1917—Ginn & Co. 96c.

A Spanish Reader for Beginners

by M. A. de Vitis.

XIV + 431 pages (193 prose text, 26 verse, 32 songs with music, 21 pages notes, 25 appendix, 126 vocabulary, 15 index). The very easy Spanish text covers the geography, history, and literature of Spain and Spanish-America. The verse selections are in the main by Spanish-American writers. The narrative style has made it possible to practically eliminate the subjunctive, thus making the book satisfactory for first-year reading. The appendix contains various grammatical lists and tables and a good deal of statistical information. It is richly illustrated.

1917—Allyn & Bacon. \$1.25.

A First Reader in Spanish

by Rudolph Schevill of the University of California.

X + 181 pages (110 text, 12 notes, 59 vocabulary). The text consists of easy selections in prose and verse—fables, fairy stories, historical narratives, dialogues, short stories. The notes explain the difficulties in the text and incidentally show that from the outset the verb forms are somewhat varied and difficult for a reader for beginners, but the material in the little book is all interesting and should be very suitable for the second semester in schools.

1917—Ginn & Co. 64c.

Elementary Spanish-American Reader

by Frederick Bliss Luquiens of the Sheffield Scientific School, Yale University.

XI + 224 pages (98 text, 40 notes, 81 vocabulary). The eighteen prose selections, for the most part by Spanish-American writers, deal with Spanish-American history, biography and legend. The nineteenth selection is the translation of Longfellow's "Village Blacksmith," by Juncos, and the twentieth is the National Hymn of Argentina. The notes in this volume deserve special mention. Grammatical notes can be handled in only two ways; by referring to a good grammar or by giving a full explanation. Professor Luquiens,—probably wisely,—has chosen the second method.

Most schools cannot use it to advantage before the second year. The illustrations are numerous and varied.

1917—Macmillan Co. 90c.

Elementary Spanish Reader

by Eduardo Bergé-Soler and Joel Hatheway, both of the Boston High School of Commerce.

XIV + 460 (308 text, 32 Spanish questions, and English exercises, 118 vocabulary, 3 lists of numerals used in the text). A very easy reader suitable for first- and second-year work in high schools. The text describes the trip of an American family through the principal countries of South America. The text is carefully graded, no subjunctives being used in the first fifty pages, but the whole text has been made simple in order to furnish a large amount of easy reading. The book is well illustrated. A map of South America is included.

1917—Sanborn & Co. \$1.24.

An Intermediate Spanish Reader

by E. S. Harrison of the Commercial High School, Brooklyn, New York.

VI + 234 pages (120 text and questions, 12 notes, 26 exercises, 71 vocabulary, 5 class-room Spanish, etc.). The text consists of anecdotes, fairy tales, legends, and short stories, in part by Spanish authors, in part translated into Spanish and adapted by the editor. The notes, while compact, are fairly numerous and some of them might well have been placed in the vocabulary. Teachers who like to use this type of reader with its somewhat unpractical literary vocabulary will find this a very usable book.

1917—Ginn & Co. 72c.

Spanish Reader of South American History

by Edward Watson Supple of the Sheffield Scientific School, Yale University.

XI + 375 pages (258 text, 21 notes, 95 vocabulary). Nine selections by distinguished Spanish-American writers. Each selection is followed by several sets of exercises. Brief introductions and foot-notes in easy Spanish explain and supplement the text. The book fills a long-felt need by furnishing us accounts of some of the most important events in South American history, from the standpoint of the South Americans themselves. The book is suitable for advanced pupils in schools, and for the second year in college. It is appropriately illustrated and contains several maps.

1917—Macmillan Co. \$1.00.

Viajando por Sud America

by Edward Albes.

Edited by J. Warshaw of the University of Missouri.

VII + 226 pages (133 text, 26 questions in Spanish, 18 notes, 48 vocabulary). The text describes a journey through a large part of South America made by Dr. Albes of the editorial corps of the *Bulletin of the Pan-American Union*. Dr. Warshaw has provided three or four sets of questions on each chapter, brief notes, and a vocabulary. Colleges could use this book to good advantage in the second semester, schools in the third year.

1917—Holt & Co. 80c.

Spanish-American Life

by E. L. C. Morse of the Phil Sheridan High School, Chicago.

369 pages (197 text, 86 notes, 70 vocabulary). The text consists of articles taken from the Spanish-American press. It gives an interesting picture of life in the Spanish-speaking countries of America. The articles from Chilean newspapers reproduce the peculiarities of Chilean orthography—an interesting feature but pedagogically questionable. The very full notes deal with difficulties of grammar and peculiarities of style, and admirably explain and supplement the text.

1917—Scott, Foresman & Co. \$1.25.

Easy Spanish Plays

by Ruth Henry of the State Normal School, Los Angeles.

VII + 84 pages (47 text, 4 notes, 10 "Hints on Spanish Club Work and Games," 4 "Parliamentary Terms for Spanish Clubs," 18 vocabulary). The text consists of eight original playlets. The pages dealing with "Spanish Club Work" (53-66) will be welcomed by many teachers.

1917—Allyn & Bacon. 65c.

La Navidad en Las Montañas

by Ignacio Manuel Altamirano.

Edited by Edith A. Hill of the University of Redlands, and Mary Joy Lombard of the High School, Redlands, Cal.

VII + 107 pages (64 text, 3 notes, 39 vocabulary). The introduction gives an outline of the life of Altamirano, a Mexican writer of the last century. The story gives an interesting picture of certain phases of Mexican life. Brief notes and a select vocabulary complete the book. The text is of moderate difficulty.

1917—D. C. Heath & Co. 45c.

El Capitán Veneno

by P. A. de Alarcón.

Edited by Guy Everett Sanvely of Allegheny College.

VII + 161 pages (85 text, 8 notes, 10 questions and exercises, 57 vocabulary). The introduction gives a short account of the life of Alarcón. The notes deal pretty fully with matters of history, biography, etc., and explain numerous points of grammar.

1917—Allyn & Bacon. 65c.

La Conjunción de Venecia

by Martínez de la Rosa.

Edited by Arthur L. Given of the University of Kansas, and John Thomas Lister of Olivet College.

XXXVII + 191 pages (135 text, 55 vocabulary). The rather elaborate introduction gives a good biography of the author and the historical matter necessary for understanding the play. A good bibliography follows. Footnotes deal with difficulties of grammar and style and carefully explain the

names and customs alluded to in the text. Suitable for the second or third semester in college, the third year in high school.

1917—Sanborn & Co. 90c.

Teatro de Ensueño

by G. Martínez Sierra.

Edited by Aurelio M. Espinosa of Leland Stanford Junior University.

XVII + 108 pages (65 text and notes, 12 exercises, 26 vocabulary). The three short dramatic tales which make up the text furnish simple and easy prose from one of the most distinguished Castilian writers of the day. In the introduction the editor gives a lucid critique of Martínez Sierra's literary work. The texts are well edited and abundant notes aid the interpretation of difficult passages. Composition exercises based on the text and a complete vocabulary enhance the value of the book.

1917—World Book Co. 48c.

Correspondencia Commercial con Ejercicios

by Max A. Luria of the DeWitt Clinton High School, New York City.

XII + 305 pages (208 text, 5 lists of abbreviations, 22 appendix on verbs, 69 vocabularies). The first nineteen pages form an introduction, in which the pupil is given "a systematic analysis of the main parts of a Spanish letter." This analysis is accompanied by various exercises. The exercises are varied somewhat from lesson to lesson, but they are always thorough and abundant. The letters have been so chosen as to afford not only a full vocabulary of ordinary business terms and forms, but also a great deal of information about business conditions in Spanish-speaking countries.

1917—Silver, Burdett & Co. \$1.00.

Spanish, Commercial and Professional

by Teodoro S. Romero.

129 pages. This book is intended to follow the same author's "Spanish in a Week." The book is suggestive and would be useful for private study and as a basis for work in special classes.

1916—David McKay. 75c.

Sanz's Don Francisco de Quevedo

Edited by R. Seldon Rose of the University of California.

XXXIV + 249 pages. The introduction gives a biographical sketch of the author (pages VII-XV), and an historical outline of the period of Quevedo (XVII-XXXII), which furnishes the reader with the information needed for understanding the play. The brief notes are for the most part limited to the explanation of historical allusion, customs, etc. Explanation of idioms and linguistic material generally has been placed where it belongs,—in the vocabulary.

1917—Ginn & Co. 80c.

JOEL HATHEWAY

HIGH SCHOOL OF COMMERCE
BOSTON, MASS.

II. PERIODICAL LITERATURE

It is the intention of the editors of *HISPANIA* to print bibliographical synopses of the contents of the leading journals, pedagogical, scientific, and popular, whenever these reviews touch our field. Especial attention will be devoted to the pedagogical journals. In reviewing the latter not merely those articles dealing with Spanish subjects will be noticed, but all which have to do with problems of modern language teaching will be indicated. We cannot hope to rival in completeness the admirable bibliography of literary, philological, and historical writings, published quarterly in *La Revista de Filología Española*, nor is it necessary that we do so. But we hope to be able to indicate many interesting articles of American origin, not usually noticed by European bibliographers. This first instalment begins with January, 1917, and is unavoidably incomplete. Greater completeness can be promised as soon as our exchange list has been organized. Editors of journals desiring to exchange with *HISPANIA* should communicate with Professor G. T. Northup, University of Chicago.

PEDAGOGICAL JOURNALS

The Modern Language Journal, I, 4, Jan.—Decker, *Results of the Examinations for Approval for Oral Credit, the Licensing of Teachers of Modern Languages*. Patterson, *Language Fact and Language Habit*. Crawford reviews Nelson's *Spanish American Reader* and Ballard and Stewart's *Short Stories for Oral Spanish*.

5, Feb.—Burchinal, *What Should an Examination Disclose as to the Ability of a Student at the End of His High School Course?* Imbert reviews Waxman's *A Trip to South America*.

6, March—Skidmore, *The Direct Method*. (A witty presentation of the case for this method of teaching.) Potter reviews Wilkins and Luria's *Lecturas Fáciles con Ejercicios*.

7, April—Morgan, *In Defense of Translation*. (A timely article. Some teachers who do not know what the direct method really is think that translation should be slighted.)

8, May—Luquiens, *The Teaching of Spanish from the Latin American Point of View*. (Professor Luquiens makes generalizations which do not apply to all courses. Important as the claims of Spanish America are, we cannot disagree too strongly with such extreme statements as these: "The young American is not curious about Spain, and cannot be made so." "Let us consider, however, just what our students would lose if they lost the Castilian point of view. It would not be love of Castilian literature, for they do not acquire that now." This is the reverse of the truth.) Cool reviews Whittem and Andrade's *Spanish Commercial Correspondence*.

II, 1, Oct.—Cooper, *The Ideals of the Profession*. Anon., *Quick Correction of Quiz Papers*. (How to make the class correct their own Spanish exercise.) Krause, *Literature of Modern Language. Methodology in America for 1916*. (A useful bibliography.) McKenzie, *The Question of Spanish Pronunciation*. (As a result of a wide vote the advocates of Castilian pro-

nunciation seem to be in a large majority. The case for both sides in the controversy is fairly stated. Professor McKenzie's investigation abundantly justifies the views previously expressed by his colleague, Professor Fitzgerald.)

2, Nov.—Hatch, *The Downward Extension of the Modern Language Curriculum*. Churchman, *The Study of French Literature*. (The teacher of Spanish literature may also derive useful hints from this admirable article.)

Modern Language Bulletin. III, 1, March.—W. A. Cooper, *An Appeal to the Modern Language Teachers of the West*. (An appeal for the organization of a California Association of Modern Language Teachers.) R. E. Schulz, *Quo Usque Tandem*. (Mr Schulz laments the little attention given to Spanish phonetics by teachers. The writer states that it is absurd to say that American Spanish is essentially the same as that of Castile. The opposite is the truth. Practically all the dialectic characteristics found in Guervo's *Apuntaciones* are to be found in the popular Spanish of various parts of Spain, including Castile. American Spanish is essentially Castilian Spanish.) Clifford D. Chamberlain, *Hints on elementary Spanish teaching*.

2, June.—F. W. Meisnest, *German in the High Schools of the State of Washington*. (During the last two years German has decreased 40 per cent, French has decreased 10 per cent, Spanish has increased 170 per cent.) H. K. Schilling, *The Value of Translation*. L. M. Riddle, *The Modern Language Teacher during the War*.

3, Sept.—W. A. Cooper, *Association of Modern Language Teachers of the Pacific Coast*. (A Pacific Coast association is being formed.) P. E. Schwabe, *The use of wall pictures for conversation and composition in German*. (A very interesting article.) Rosalie Gerig Edwards, *Bringing the club into the Modern Language classroom*.

Bulletin of High Points.—(This excellent leaflet, published monthly through the academic year by Mr. L. A. Wilkins and his staff of 425 modern language teachers of the New York high schools, contains more practical hints to the teacher than any similar journal that we know. As a rule we can notice only the longer articles; but not the least valuable are the numerous short items contained in each issue.)

No. 1, April—Wilkins, *Editorial Letter. The Questionnaire Sent to Heads of Departments*. (Trivial reading matter should be avoided in the first two years. "Discourage the use of foreign language in teaching grammar." "Shifting of emphasis from grammar and translation to the accentuated oral methods of these days has resulted in a definite loss of reading ability, which is perhaps of greatest permanent value to American students, hence emphasis should be restored to reading ability while yet retaining gains that have been made in oral work." These are good suggestions.)

No. 2, May—Wilkins, *Anent the Study of Spanish*. (Its practical and cultural claims.) Wilkins, *The Aim in Teaching Spanish*. ("The aim in the teaching of Spanish is to effect that thorough mental discipline imparted by a study of grammar, idiom and syntax and to so develop that ready and accurate facility of ear, tongue and eye that, all combined, will make the

present and future use of the language, and progress therein, both possible and certain. We cannot in two, three or even four years assure a student a complete mastery of the language. But we can and should so train him that he may apply his knowledge of Spanish to any one or to several ends with the self-confidence, conscious or unconscious, that he can easily grow up to any demands that may be made upon his knowledge of the language." The sane conservatism of this statement stands in refreshing contrast to the exaggerated claims of some enthusiasts.)

No. 3, June—Wilkins, *The Modern Language Teacher of Superior Merit*.

No. 4, Oct.—Denbigh, *Requirements of an Up-to-Date Modern Language Teacher; from the Standpoint of the Principal*. Wilkins, *Ditto; from the Standpoint of the Inspector*. (The former gentleman thinks that the teaching of modern languages and drawing has been improved more than that of any other secondary school subjects. He takes an unsympathetic attitude to phonetics. But is not the increased attention paid to phonetics one of the main causes of the betterment of modern language teaching? Mr. Wilkins believes in phonetics, but would have the teaching of it as untechnical as possible in the schools. Though not unsympathetic to German, he believes that we should face facts, and the tendency is now without a doubt away from German and toward more Spanish and French. He is working for a course of six consecutive years of language instruction in the New York schools. We shall never equal European standards until this is generally effected.)

No. 6, Nov.—Wilkins, *On Teaching How to Study Modern Languages*. (The ideal is a forty-minute study period supervised by the instructor, followed by a recitation period of equal length. There follow some *Hints on How to Study Spanish*. Vocabulary, grammar, reading, drill.) Summary of an address by Mr. E. C. Hills, *What the Study of Spanish Literature Offers*.

The School Review, 3, March—Starch, *Further Experimental Data on the Value of Studying Foreign Languages*. (By experimental tests the author seeks to show that the marked ability of modern language students is due to their original ability and "only to a slight or no extent to the training in modern languages." But "training in foreign languages seems to have produced a distinct effect in greater fluency of words in writing and in more rapid perception of words in reading.")

7, Sept.—Brownell, *A Criticism of Recent Attempts to Measure Language Ability*. (We believe the author is sound in rejecting the contentions of those who would measure language ability by mathematical test.)

Education, XXXIII, 1, Sept.—Cunningham, *Grammar as a School Subject*. (A plea for a simple grammatical terminology and the greatest amount of possible vitalization of the subject. But the ultra-modern belief that grammar is useless and should not be taught is attacked. "Sugar-coat the pill as much as you please, by concrete methods and by constant effort to make the issue seem practical, but be sure the pill is not all sugar.") Super, *Foreign*

Languages in Our Public Schools. (Considers German the tongue of least practical importance. Spanish, Portuguese and Russian, in the order named, are of greatest importance practically. If the choice of a tongue is to be determined by its literary value there are at least six possibilities besides English in the modern field: Spanish, French, Italian, Russian, German, Scandinavian. While Super thinks that Latin combines the greatest practical and literary utility, Spanish is the modern tongue which best satisfies these two requirements.)

2, Oct.—Walk, *Practice Teaching and Observation in Normal Schools.* Ward, *Fluency First.* (Accuracy can be realized only after fluency has been gained.)

Modern Language Teaching, XIII, 1, March—Pebrum, *Atmosphere in a Foreign Language Lesson.* Specially equipped and furnished classrooms are a desideratum.) Jogarao, *Induction and Deduction in Teaching Foreign Languages.*

3-4, June—Woolf, *The Place of Spanish in School Curricula.* (The study of Spanish for the Englishman is a matter not merely of importance, but of imperious necessity." The United States is capturing British trade in South America. The greatness of Spain's literature, and the value of the subject as a mental discipline. England must wake up to the importance of Spanish.)

5, July—*Memorandum on the Preparation of the Future Teacher in Modern Languages.*

The English Journal, VI, 1, Jan.—Stith Thompson, *The Notebook System of Theme Correcting.*

2, Feb.—McComb, *Separation of the Teaching of Composition from the Teaching of Literature: What It Is and How It Works.* Neilson, *The Curse of Memory.* Hinchman, *Reading Clubs Instead of Literature Classes.*

4, April—Aikin, *Types in the Study of Literature.* Johnson, *The School and the Library.*

5, May—E. J. Wilson, *Shall We Abolish Grammar?* (The author thinks we should. He is speaking, of course, for teachers of English.)

6, June—Barbe, *Literature, the Teacher, and the Teens.*

7, July—Sturdevant, *Can We Teach Appreciation of Poetry?*

8, Aug.—Tressler, *High-School Grammar I. Historical Survey.* (English grammar is, he thinks, useful only as an aid in the understanding of involved sentences.) Lodor, *Shall We Teach the History of Literature in High School?*

Revue de l'Enseignement des Langues Vivantes, XXXIV, 1, Jan.—E. Mérimée, *Quelques notes à propos des langues méridionales.* (A plea that justice be rendered to Spanish and Italian, that greater time be assigned to them in the curriculum. At present English is profiting at the expense of German in France, but Spanish and Italian are still treated as minor subjects.)

2, Feb.—Pinloche, *Encore la question de l'allemand et de "quelques autres langues."* Pitollet, *Une nouvelle histoire de la littérature espagnole.*

(A severe review of Salcedo y Ruiz's *Resumen histórico-crítico de la literatura española*, Madrid, 1911.

3, March—Anon., *Étude de l'allemand et d'autres langues en Angleterre*. Pitollet, *La "Kultur" en exil*. (German exiles in Alcalá de Henares.)

7, July—Pitollet, *Germanophiles et Francophiles en Espagne*.

10, Aug.-Oct.—H. L., *Le rôle nouveau des professeurs d'allemand*. Pitollet, *L'instruction primaire en Espagne*. (Interesting statistics dealing with the educational system in Spain.) G. C., *L'étude des langues étrangères à Londres*.

Revue universitaire, XXVI, 4, April.—Hamel, *La nomenclature grammaticale*.

Les langues modernes, XV, 5, Sept.-Oct.—Pitollet, *De la légèreté française*. (Review of a recent article by Unamuno in which German pedantry is assailed. Pitolett pleads for all that is good in German scholarship.)

SCIENTIFIC JOURNALS

Modern Language Notes, XXXII, 2, Feb.—Rennert reviews Alonso Cortés', *Casos Cervantinos que tocan a Valladolid*, Madrid, 1911.

3, March—Rennert reviews A. Cotarelo y Mori's *Don Diego Jiménez de Enciso y su teatro*.

4, April—Flaten reviews Nelson's *Spanish-American Reader*.

5, May—Buchanan reviews Rennert's *Bibliography of the Dramatic Works of Lope de Vega Carpio*. Based upon the Catalogue of John Rutter Chorley, *Revue Hispanique*, XXXIII.

7, Nov.—Burkhard, *The Novelas Exemplares of Cervantes in Germany*. (This article adds little to what was already known.) Buchanan reviews L. Vélez de Guevara's *La Serrana de la Vera* (ed. by Ramón and Ma. Goyri de Menéndez Pidal, Madrid, 1916.)

8, Dec.—Morley, *Fondo en—A Rare Spanish Idiom*.

XXXIII, 1, Jan., 1918—E. S. Ingraham reviews Schevill's *A First Spanish Reader*, Luquiens' *Elementary Spanish-American Reader*, Supple's *Spanish Reader of South American History*, Warshaw's *Spanish-American Composition Book*, L. A. Wilkins' *Lecturas fáciles con ejercicios*.

Modern Philology, XV, 2, March—Lancaster, *The Genesis of Ruy Blas*.

7, Nov.—Lancaster, *The Ultimate Source of Rotrou's Venceslas and of Rojas Zorrilla's No hay ser padre siendo rey*. Northup reviews the Menéndez Pidal edition of Vélez de Guevara's *La Serrana de la Vera*.

The Romanic Review, VIII, 1, Jan.-March—Morley, *Color Symbolism in Tirso de Molina*. Espinosa, *Synalepha in Old Spanish Poetry: A Reply to Mr. Lang*.

2, April-June—Shepherd reviews Coester's *Literary History of Spanish America*, New York, 1916. *Obituary of Professor A. F. Kuersteiner*.

3, July-Sept.—Lang, *Notes on the Meter of the Poem of the Cid*, Part III. (In this article Professor Lang deals less with meter than with the

general topic of the origins of Spanish epic poetry. He holds that romances do not of necessity spring from longer epics.) Serich, *Lope de Vega and the Praise of the Simple Life*. (Lope's ideal of the simple life is gained from Spanish poets, instead of directly from the classic poets of antiquity. Nothing is said of the possible influence of Antonio de Guevara.) Gerig, *Advanced Degrees and Doctoral Dissertations in the Romance Languages at the Johns Hopkins University. A Survey and Bibliography*.

Modern Language Review, XII, 1, Jan.—Classen, *A Theory of the Development of Language*. Oelsner reviews Fitzmaurice-Kelly's *Oxford Book of Spanish Verse*, Oxford, 1913. Also F-K's *The Relations Between Spanish and English Literature*, Liverpool, 1916.

2, April—Churchman reviews J. Cascales Muñoz's *D. José de Espronceda*, Madrid, 1914. (Holds that Cascales is too chauvinistic in his criticism, too prone to excuse Espronceda's faults and too unwilling to admit foreign influence.)

3, July—Aubrey Bell, *Gonzalo Rodriguez, Archdeacon of Toro*. Sanín Cano reviews Coester's *Literary History of Spanish America*, New York, 1916. Oelsner reviews Post's *Mediaeval Spanish Allegory*, Boston, 1916.

Bulletin Hispanique, XIX, 1, Jan.-March—Ciot, *Quelques lettres de Mariana et nouveaux documents sur son procès*. Araña, *Nuestra misión en Francia*. H. Mérimée, *Les Académiciens espagnols à Toulouse*. M. Thamin, *Les académiciens espagnols à Bordeaux*. St.-C., *La main de l'Allemagne en Espagne*. (*Coupures de journaux*.) E. Mérimée reviews Giner de los Ríos' *Ensayos sobre educación*.

2, April-June—Ciot, *Appendices à la chronique latine des Rois de Castille*. Morel-Fatio, *Cayetano Alberto de la Barrera*. (An excellent biography of the great bibliographer.) X, *La prensa española y la guerra*. St.-C., *L'Espagne francophile*.

Revue Hispanique, XL, 97—J. O. Picón, *Prohibición de Pan y toros en tiempo de Isabel II*. García Calderón, *Los primeros versos de Rubén Darío*. *Curiosidades literarias*. Publicalas Lucas de Torre. *Tributo de César pagado a César*. Publicalo Santiago Alvarez Gamero. P. Henríquez Ureña, *Bibliografía de Sor Juana Inés de la Cruz*. *Romancero nuevomejicano*, publicado por A. M. Espinosa. Addenda. C. Sanz Arizmendi, *Memorial de algunos casos*. A. Lenz, *Note sur le romance El fraile fingido*. U. A., *A propos de quatre sonnets attribués à Francisco de Figueroa*. J. Miret y Sans, *La Grecia catalana y su historiador el Profesor Rubió y Lluch*.

98—P. Henríquez Ureña, *Literatura dominicana*. *Vida de Don Santiago González Mateo*. Publicala Gilo Sánchez. *Refranes de Veoveo*. Reimprimelos J. M. Sánchez. V. García Calderón and H. D. Barbageleta, *La literatura uruguaya, 1757-1917*. A. H. Corley, *Word-play in the Don Quijote*. A. H. Harrison, *Boquirrubio*.

Revista de Archivos, Bibliotecas y Museos, XXI, Jan.-Feb.—G. M. del Río y Rico, *Biografía y bibliografía de Don Francisco Rodríguez Marín*. J. F. V. Silva, *Elogio de Vaca de Castro por Antonio de Herrera*. Serrano y

Sanz, *Gil Morlanes, escultor del siglo XV y principios del XVI*. R. R. P. reviews De Castro and De Onís *Fueros leoneses de Zamora, Salamanca, Ledesma y Alba de Tormes*.

March-April—Silva, *Elogio de Vaca de Castro por Antonio de Herrera* (continued). A. Melón, *Forment y el monasterio de Poblet (1527-1535)*. V. C. A. reviews J. Luis del Arcos' *La prensa periódica en España durante la guerra de la Independencia (1808-1814)*, Madrid, 1916. V. C. A. reviews Padre M. F. Mignélez's *Catálogo de los códices españoles de la Biblioteca de El Escorial*. V. C. A. reviews Gertrudis Gómez de Avellaneda's *Leoncia*, Madrid, 1817. (The printing of this inedited play, the only thing of the kind ever attempted by the Cuban poetess, is a real literary event.)

May-June—A. Javiene y Mur and D. de Palacio y Ugana, *Los bandos de los Marcillas y los Muñoces en Teruel en el siglo XIV*. F. Macho y Ortega, *La iglesia de Valpuesta en los siglos IX y X*. Silva, *Elogio de Vaca de Castro por Antonio de Herrera* (continued).

July-August—*Discurso de D. Francisco Rodríguez Marín, leído en la Biblioteca Nacional en el solemne acto de la inauguración de la estatua de Don Marcelino Menéndez y Pelayo*. Vicente Castaneda, *Relaciones topográficas, históricas del reino de Valencia, hechas en el siglo XVIII a ruego de Don Tomás López* (continued). Silva, *Elogio de Vaca de Castro por Antonio de Herrera* (continued). Sánchez-Arjona, *Relación de las personas que pasaron a esta Nueva España*, etc.

Revista de Filología Española, IV, 1—Reyes, *Un tema de "La Vida es sueño" (el hombre y la naturaleza en el monólogo de Segismundo)*. Saróihandy, *El boque de Biterna en los Fueros catalanes del Valle de Anen*. R. M. P., *Una nota a "La Celestina"*. Gómez Ocerín, *El cuento de la capa*. Díez Canedo, Guzmán, and Reyes, *Contribuciones a la bibliografía de Góngora*. A. C., *"Boquirrubio"*. Icaza reviews Cejador y Frauca's *Historia de la lengua y literatura española*. (This new reference work is treated with well merited severity.) Chacón reviews Domingo Figarola-Caneda's *Bibliografía de Luz y Caballero*. Anon. reviews Martínez Sueiro's *Fueros municipales de orense*.

2—Menéndez Pidal, *"Roncesvalles" un nuevo cantar de gesta español del siglo XIII*. (The most important discovery made in the domain of Spanish literature in many years.) García de Diego, *Lat. *pōpus. J. G. O., Un nuevo dato para la biografía de Vélez de Guevara*. A. R., *Fortuna española de un verso italiano (per troppo variar natura è bella)*. A. Reyes reviews Ruiz de Alarcón, *No hay mal que por bien no venga. (Don Domingo de Don Blas)*, edited by Bonilla y San Martín. Navarro Tomás reviews *Fueros leoneses de Zamora, Salamanca, Ledesma y Alba de Tormes*, edited by De Castro and Onís. G. reviews *El fuero de Molina de Aragón*, edited by Sancho Izquierdo.

Revista Crítica Hispano-americana, III, 1—Eduardo de Laiglesia, *Tres hijuelos habie el rey (Orígenes de un romance popular castellano)*. L. V. Paret, *Cosas de España*. García Caballero, *La filosofía política*. Bonilla y San Martín reviews N. González Aurioles' *Cervantes y su viaje a Italia*, Madrid, 1916, likewise his *Cervantes y Sevilla*, Sevilla, 1917.

2—Peña Remiro, *Itinerario de España*. M. Roso de Luna, Un folio del *códice orgánico de Ballymate*. Bonilla y San Martín, "El Greco" y Velázquez. Bonilla y San Martín reviews Beruete y Moret's *Goya, pintor de retratos*, Madrid, 1916, also his *Goya, Composiciones y figuras*, Madrid, 1917.

Boletín de la Academia Española, IV, 16, Feb.—E. Cotarelo, *Centenario del nacimiento de Zorilla*. M. Serrano y Sanz, *Noticias biográficas de Pedro Marcuello*. F. A. de Icaza, *Miguel de Cervantes Saavedra y los orígenes de "El Crotalón"*. E. Juliá Martínez, *El teatro en Valencia*. J. Alemany, *Voces extremeñas recogidas del habla vulgar de Albuquerque y su comarca por don Aurelio Cabrera* (conclusion). Gaspar Remiro, *Vocablos y frases del judeo-español*. M. S. y S., *Lexicología: Bajador*.

17, April—E. Cotarelo, *Luis Vélez de Guevara y sus obras dramáticas* (continued). Fr. Alfonso Andrés, *Notable manuscrito de los tres primeros hagiógrafos de Santo Domingo de Silos*. Estéban Oca, *Sobre el participio*. Jenaro Alenda, *Catálogo de autos sacramentales, historiales y alegóricos* (continued). E. Cotarelo, *Semántica española: Refrán*.

18, June—E. Cotarelo, *Luis Vélez de Guevara y sus obras dramáticas* (continued). Estéban Oca, *Sobre el participio* (conclusion). Gaspar Remiro, *Vocablos y frases del judeo-español* (continued). Jenaro Alenda, *Catálogo de autos sacramentales, historiales y alegóricos* (continued). E. Cotarelo, *Vocablos incorrectos. Refranes glosados por el licenciado Sebastián de Horozco*.

19, Oct.—A. Maura, *D. Francesco Gonzáles*. E. Cotarelo, *Luis Vélez de Guevara y sus obras dramáticas* (conclusion). G. Remiro, *Vocablos y frases del Judeo-Español*. F. A. de Icaza, *Juan de la Cueva*. (An important study. Cueva's connection with Mexico.) M. de Toro Gisbert, *Ensayo de una sinopsis de nombres científicos y vulgares de animales de la América española* (continued). J. Alenda, *Catálogo de autos sacramentales, historiales y alegóricos* (continued).

The American Historical Review, XXIII, 1, Oct.—Bolton, *The Mission as a Frontier Institution in the Spanish-American Colonies*.

Revue Historique, CXXV, 2, July-Aug.—G. Desdèvises du Dezert, *Vicerois et capitaines généraux des Indes espagnoles à la fin du XVIII siècle*.

The Mississippi Valley Historical Review, IV, 2, Sept.—J. A. James, *Spanish Influence in the West During the American Revolution*.

Records of the American Catholic Society of Philadelphia, XXVII, 2—Jane Campbell, *San Domingo Refugees in Philadelphia*.

3—Ditto, ditto (continued).

The Catholic Historical Review, III, 2, July—J. F. O'Hara, *Juan Rodríguez de Fonseca (1493-1523)*.

3, Oct.—Julius Klein, *The Church in Spanish American History*.

The American Catholic Quarterly Review, XLII, 165, Jan.—M. F. Vallette, *The Successors of Columbus. Vasco Núñez de Balboa*.

166, April—Ditto (continued).

167, July—M. F. Vallette, *The Church and Human Slavery in the Time of Columbus*.—*Las Casas and Montesinos*.

The Washington Historical Quarterly, VIII, 3, July—F. W. Homy, *The Spanish Settlement, Nootka*.

American Journal of International Law. Supplement, II, 1, Jan.—*Brazil-United States. Text of the Treaty for the Advancement of Peace between the Two Countries.* July—*Judicial Decisions Relating to International Law. Salvador vs. Nicaragua.* (Central American Court of Justice.)

The American Political Science Review, XI, 3, Aug.—C. H. Cunningham, *Spain and the War*. (One of the best informed articles concerning Spain's attitude that has appeared in this country.)

La Reforma Social, IX, 1—Jacinto López, *La reelección del President Wilson. Las elecciones en 1876 en los Estados Unidos*. T. M. Cestero, *Los Estados Unidos y la república Dominicana*. Pardo Suárez, *La elección presidencial en Cuba*. Castellanos, *Consideraciones sobre el ñaiguismo*.

2—Jacinto López, *Móviles de un golpe de estado*. J. B. Scott, *Reunión en la Habana del Instituto Americano de Derecho Internacional*. Alfredo Gómez, *Reforma económica en Costa Rica*. T. M. Cestero, *Los Estados Unidos y la república Dominicana* (continued).

Proceedings of the Academy of Political Science in the City of New York, VII, 2, July—E. M. Borchard, *Commercial and Financial Interests of the United States in the Caribbean*. W. R. Shepherd, *The Attitude of the United States toward the Retention by European Nations of Colonies in and around the Caribbean*. H. A. Wise Wood, *The Bases of an Enduring American Peace*. I. T. Bush, *The West Indies*. O. G. Villard, *Our Relations to Haiti and San Domingo*. P. M. Brown, *Our Caribbean Policy. Discussion of the Caribbean Question* (Messrs. Hart, Wicker, Slosson, Storey, Elder, and Simon participating). S. McC. Lindsay, *The United States and Porto Rico*. R. W. Babson, *Drawing Together the Americas*. J. Carson, *Commercial and Financial Agencies of Pan-American Union*. L. S. Rowe, *Bringing the Americas Together*. Albert Shaw, *The Monroe Doctrine and the Evolution of Democracy*. F. A. Pezet, *The Future Relations of the United States with Latin America from the Latin American Viewpoint*. G. G. Wilson, *The Monroe Doctrine after the War*. A. Alvarez, *Pan-Americanism as a Working Program*. C. C. Sutton, *The Relation of Government to Property and Enterprise in the Americas. Discussion of Pan-Americanism* (Messrs. Goldsmith and Calderón participating).

Political Science Quarterly, XXXII, 3, Sept.—J. P. Chamberlain, *Property Rights in Mexico*.

The Classical Journal, XIII, 3, Dec.—Nutting, *Via Nova—The Direct Method*. (There are some zealous advocates of the direct method among teachers of Latin. If we may judge by this article, their difficulties are many.)

Folk-Lore, XXVIII, 2, June.—W. Crocke, *Bull-baiting, Bull-racing, Bull-fights*.

Proceedings of the American Philosophical Society, LVI, 1—M. Bloomfield—*On the Art of Entering Another Body; A Hindu Fiction Motif.*

5—T. F. Crane, *Mediaeval Sermon-Books and Stories and their Study Since 1883.*

American Anthropologist, XIX, 1, Jan.-March—D. M. Andrews, *De-Soto's Route from Cofitachequi in Georgia, to Cosa, in Alabama.*

2, June—H. K. Haeberlin, *Some Archaeological Work in Porto Rico.*

L'Anthropologie, XXVIII, 1-2, Jan.-April—L'Abbé H. Breuil, *Glans paléolithiques anciennes dans le bassin du Guadiana.*

POPULAR JOURNALS

Poetry, XI, 2, Nov.—Alice Corbin, *New Mexican Songs.*

3, Dec.—G. H. Conkling, *Songs for Places (Old Mexico).*

The Drama, Feb.—J. G. Underhill, *The One-Act Play in Spain.* There follow translations of five one-act Spanish plays: A Serafin and Joaquín Alvarez Quintero, *By Their Words Yc Shall Know Them*; Gregorio Martínez Sierra, *Love Magic*; José Echegaray, *The Street Singer*; Jacinto Benavente, *No Smoking*; Santiago Rusiñol, *The Prodigal Doll.* (Mr. Underhill has recently published a volume of four of Benavente's longer plays. All students of Spanish literature should familiarize themselves with his admirable translations.)

Bulletin of the Pan-American Union, Jan.—Edmond Albes, *The Fuegians and Their Cold "Land of Fire."* W. C. Wells, *The Metric Standard.* H. C. Sandberg, *The Tortoise-Shell Industry.* John Barrett, *Mexico: A Review and a Forecast.* Commerce of Uruguay for 1915.

Feb.—Edmond Albes, *Rice in the Americas.* W. A. Reid, *Mérida and Progreso, Yucatán's Busy Cities.* A. Coester, *The Modernista Movement in Spanish-American Literature.* A Call to the Heart of Bolivia.

March—Buenos Aires: *Metropolis of the Southern Hemisphere.* H. O. Sandberg, *Practical Education in Central America.* W. A. Reid, *A Glance at South America's Labor Situation.* Miles Harmon, *Where Pine and Tropical Hardwood Meet.*

April—Mica. W. A. Reid, *From the Peruvian Coast to Rio de Janeiro by Rail.* H. O. Sandberg, *Central American Cattle Countries.* The Unedited Documents of the Indies at Seville, Spain.

May—W. A. Reid, *Glances at Chili's Busy Industries.* The Goat, His Suitability to the Americas. A. S. Calvert, *A Year of Costa Rican Natural History.* Chubut, *One of Argentina's Territories.*

June—Edward Albes, *Rio de Janeiro, the Fair Capital of Brazil.* Progress in Paraguay. The New Palace of the Central American Court of Justice. The Proposed Pan-American University. The New House of the Chamber of Commerce in Buenos Aires.

Scribner's Magazine, LXI, 4, April—J. R. Silliman, *Old Mexico and New in Querétaro.*

LXI, 4, Oct.—H. C. Candee, *Certain Goyas in America.*

The American Review of Reviews, LV, 2, Feb.—Howard Florence, *Carranza—After Two Years*. Bernard Gallant, *Mexico's Constituent Congress*.

LVI, 3, Sept.—*The Present State of Mexico*. José Enrique Rodó: *Uruguay's Most Eminent Writer*.

4, Oct.—*Spain's Neutral Attitude. An Alliance Between Spain and Portugal*.

Harper's Magazine, CXXXV, 8, Sept.—Edith O'Shaughnessy, *Diplomatic Days in Mexico*.

809, Oct.—Ditto, *Ditto* (continued).

Century, XCIII, 5, March—H. A. Franck, *The Cloistered City, Bogotá, Capital of Colombia*.

XCIV, 2, June—H. A. Franck, *The City of the Equator, Quito, Capital of Ecuador*.

The World's Work, 4, Aug.—George Marvin, *The Jeopardy of Tampico*.

The Yale Review, Jan.—John Barrett, *Mexico: A Review and a Forecast*.

The Edinburgh Review, 461, July—Luis A. Bolin, *Spain and the War*. (A Discussion of the Attitude of Spanish Statesman and Spanish Press toward the Belligerent Powers.)

Blackwoods, CCII, 1223, Sept.—P. H. N., *Argentine Memories*.

The Contemporary Review, 621, Sept.—A. F. Bell, *Spain in the World's Debate*.

The London Quarterly Review, 256, Oct.—E. E. Kellett, *The War in Paraguay*. A Review of W. H. Koebel's *Paraguay*, London, n. d.

The Nineteenth Century and After, 479, Jan.—Edgardo de Magalhaes, *Germany and South America: A Brazilian View*.

Bookman, Feb.—F. A. Mumby, *The Real Argentine*. (A Review of J. A. Hammerton's, *The Argentine through English Eyes*, London, 1916.)

The Contemporary Review, 620, Aug.—Stefan Moxon, *Reconstruction in Spain: An Educational Effort*. (All interested in the life work of Giner de los Ríos, the *Junta para ampliación de estudios e investigaciones científicas*, and the *Residencia de estudiantes*, should not fail to read this interesting article.)

Littell's Living Age, Aug. 18—*South America and the War*.

Quarterly Review, 452, July—José de Armas, *Spain and Germany*.

Revue des nations latines, Feb.—Albery Mousset, *La vie politique en Espagne*. M. Wilmotte, *Relations littéraires entre France et Espagne*.

April—A Mousset, *Ditto* (continued).

June—Ditto, *ditto* (continued).

Aug.—Ditto, *ditto* (continued).

6, Oct.—A. Mousset, *La crise espagnole et la guerre Européenne*.

6, Dec.—A. Mousset, *La crise et les grèves révolutionnaires*.

La Lectura, May—J. Francos Rodríguez, *La vida de Canalejas* (continued). J. A. Posse, *Documentos de historia española moderna* (continued). J. Deleite y Piñuela, *Las mujeres de Fernando III*. J. Juderías, *Cervantes y su obra*. E. R. N., *El régimen municipal de la ciudad moderna y bosquejo del régimen local en España, Francia, Inglaterra, Estados alemanes y Estados Unidos*.

June—J. Francés, *La exposición nacional de bellas artes*. J. Juderías, *El menor delincuente en la legislación moderna*. J. A. Posse, *Documentos de historia española moderna*.

July—J. S. de Toca, *Las cardinales directivas del pensamiento contemporáneo en la filosofía de la historia*. J. Francos Rodríguez, *La vida de Canalejas* (continued). J. Francés, *La exposición nacional de bellas artes* (continued). M. de la Tourrase, *El alma francesa durante la guerra*. J. Cascón, *Agricultura*. J. Deleite y Piñuela reviews A. González Blanco's *Escritores representativos de América*, Madrid, 1817. C. Bernaldo de Quirós reviews F. Ortiz's *Hampa Afro-Cubana*, *Los negros esclavos*.

Aug.—J. S. de Toca, *Las cardinales directivas del pensamiento contemporáneo en la filosofía de la historia* (continued). J. Francos Rodríguez, *La vida de Canalejas* (continued). J. Juderías, *Don Antonio Maura y los problemas de la vida española*. J. Deleite y Piñuela reviews *Ultimos años de la vida pública de Bolívar—Memorias del general O'Leary*, Madrid, 1917, and *Memorias de Urquiza*, Madrid, 1917. J. Juderías reviews severely M. Pérez Curis' *El marqués de Santillana, Íñigo López de Mendoza, el poeta, el prosador y el hombre*, Montevideo, 1916. A long analysis of an article which appeared in *Cuba Contemporánea*: *Un españolista de Norteamérica, Enrique Wadsworth Longfellow (1807-1882)*. (Valuable for Longfellow's Spanish sources.)

Sept.—J. S. de Toca, *Los cardinales directivos del pensamiento contemporáneo en la filosofía de la historia* (continued). J. Juderías, *Don Juan Valera y Don Gumersindo Laverde. Fragmentos de una correspondencia inédita*. J. Francos Rodríguez, *La vida de Canalejas*. J. A. Posse, *Documentos de historia moderna*.

Oct.—J. S. de Toca, *Los cardinales directivos, etc.* (concluded). L. López de Mesa, *El alma de América*. (The author seeks to show that Spanish and Anglo-Saxon America are twain, and like east and west can never meet. The article reflects the prejudice of the average Colombiano against the United States.) R. Altamira, *Comentarios*. (Remarks on the above.) J. Francos Rodríguez, *La vida de Canalejas* (continued). J. Juderías, *Don Juan Valera, etc.* (continued).

GEORGE T. NORTHUP

UNIVERSITY OF CHICAGO